



Chester Middle

1014 McCandless Road
Chester, South Carolina

| | | |
|-----------------------|-------------------|--------------|
| Grades | 6-8 Middle School | |
| Enrollment | 716 Students | |
| Principal | Gail R. hamilton | 803-377-8192 |
| Superintendent | Mr. Larry Heath | 803-385-6122 |
| Board Chair | Denise Lawson | 803-581-6224 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|-------------|-----------------|----------------|
| 2008 | At-Risk | At-Risk |
| 2007 | At-Risk | At-Risk |
| 2006 | Below Average | At-Risk |
| 2005 | Below Average | Below Average |
| 2004 | Below Average | At-Risk |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

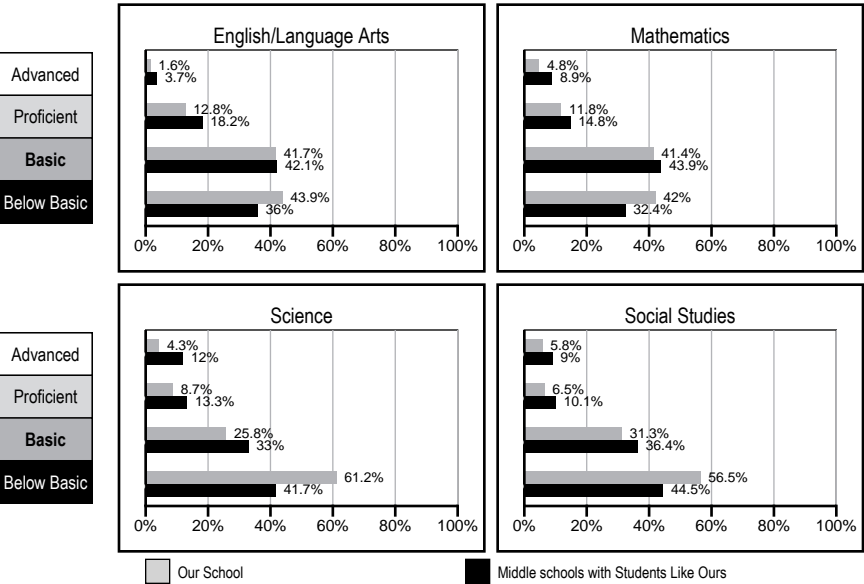
95.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 0 | 0 | 1 | 21 | 16 |

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

| | |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Advanced | Exceeded expectations, Very high score, very well prepared to work at next grade level |
| Proficient | Met expectations, Well prepared to work at next grade level |
| Basic | Met standards, Minimally prepared, can go to next grade level |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours* |
|-------------------------------------------------|-------------------|-----------------------------------------|
| Algebra 1/Math for the Technologies 2 | 96.0 | 94.1 |
| English 1 | 96.4 | 94.1 |
| Physical Science | 0 | 0 |
| All Subjects | 96.2 | 92.2 |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|----------------------------------------------------------------------------|---------------|-----------------------|----------------------------------------|----------------------|
| Students (n=716) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 16.8% | Up from 10.7% | 15.5% | 19.4% |
| Retention rate | 3.1% | Up from 1.9% | 2.8% | 1.8% |
| Attendance rate | 94.4% | Up from 94.0% | 95.3% | 95.8% |
| Eligible for gifted and talented | 11.7% | Up from 10.8% | 11.7% | 15.3% |
| With disabilities other than speech | 10.7% | Up from 9.6% | 13.8% | 12.9% |
| Older than usual for grade | 7.5% | Up from 4.2% | 5.0% | 3.0% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.8% | Down from 4.1% | 1.3% | 0.7% |
| Annual dropout rate | 1.3% | Up from 0.0% | 0.0% | 0.0% |
| Teachers (n=60) | | | | |
| Teachers with advanced degrees | 55.0% | Up from 35.6% | 53.7% | 55.0% |
| Continuing contract teachers | 66.7% | Down from 78.0% | 63.5% | 70.6% |
| Teachers with emergency or provisional certificates | 8.2% | Up from 7.4% | 8.3% | 5.4% |
| Teachers returning from previous year | 74.7% | Down from 80.4% | 80.8% | 83.4% |
| Teacher attendance rate | 93.9% | Up from 93.1% | 94.9% | 94.9% |
| Average teacher salary | \$46,072 | Up 5.2% | \$44,571 | \$44,706 |
| Professional development days/teacher | 10.1 days | Down from 10.2 days | 11.6 days | 11.8 days |
| School | | | | |
| Principal's years at school | 1.0 | No Change | 2.0 | 3.0 |
| Student-teacher ratio in core subjects | 12.7 to 1 | Down from 17.8 to 1 | 20.1 to 1 | 20.1 to 1 |
| Prime instructional time | 85.7% | Up from 84.4% | 88.6% | 89.3% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 77.3% | Down from 86.2% | 97.8% | 98.0% |
| Character development program | Below Average | Down from Good | Good | Good |
| Dollars spent per pupil* | \$6,620 | Up 10.1% | \$7,274 | \$7,097 |
| Percent of expenditures for instruction* | 67.3% | Down from 69.3% | 63.4% | 64.4% |
| Percent of expenditures for teacher salaries* | 62.5% | Down from 65.0% | 58.8% | 59.4% |

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Chester Middle School has had an exciting and rewarding year. Low test scores and unfulfilled teaching positions did not hinder the faculty and students from striving to continue to achieve. Faculty and staff were formally trained in data analysis and focused on analysis of test scores to determine areas of weakness. Plans for improving test scores and achieving success were discussed with individual students and goals were set. Incentives were generated within grade levels, teams and also school-wide.

The BRIDGES Academy, which is a school within a school designed to help those with behavior problems, entered its second year. Success was indicated by the lower number of discipline infractions and the number of students that had to return to the academy during the year. Academic assistance was offered before, during, and after school. Additional assistance was also provided during the school day through a pull-out program during elective time. Odyssey, a technology-based curriculum, was available to all students and teachers to enhance learning in the core subjects. Fifteen Promethean boards were also added to enhance teaching and promote learning. A new program was created by our Explore/Guidance teacher to promote positive character and behavior. The group was called King's Crew. It was open to all students but membership had to be earned through good behavior at school, home and in the community. The Robotics teams competed at the regional and state levels and placed in the top twenty. Robotics will be offered as a course next year, which will feed into the Mechatronics course at the high school.

Chester Middle School is very proud of its students for their academic achievements. There was a noted increase in the number of students that earned AB and A Honor Roll. Five students were named as Junior Scholars. Two students were selected to attend the Governor's School.

As we move into the new school year, Chester Middle School is excited about implementing new programs such as The Academy of Reading and single gender classes to meet the recommendations made by the Leadership Team, parents and faculty. We encourage parents and community to become involved in the educational process and the lives of our students. It takes all of us working together to ensure the success of our young people.

Gail R. HamiltonSelena Gray
PrincipalPresident SIC

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned | 49 | 202 | 73 |
| Percent satisfied with learning environment | 60.4% | 67.7% | 80.3% |
| Percent satisfied with social and physical environment | 77.1% | 65.3% | 63.8% |
| Percent satisfied with school-home relations | 43.8% | 76.2% | 79.2% |

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 11 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

| School Improvement Key | |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|-------------------------------------------------------------------------|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 0.8% | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 0.0% | 6.8% |

| | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 2.1% | 0.0% | No |
| Student attendance rate | 94.4% | 94.0% | Yes |

* Or greater than last year

Abbreviations for Missing Data

| PACT Performance By Group | | | | | | | | | | | |
|---------------------------------------------------------------------------------------|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
| English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced) | | | | | | | | | | | |
| All Students | 693 | 100 | 45.5 | 41.5 | 11.3 | 1.7 | 22.4 | 33.7 | 48.2 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 351 | 100 | 53 | 35.8 | 9.9 | 1.2 | 17.8 | 28.6 | 41.7 | N/A | N/A |
| Female | 342 | 100 | 38 | 47.1 | 12.8 | 2.1 | 27.1 | 39.3 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 258 | 100 | 31.1 | 49.8 | 17 | 2.1 | 29.9 | 42.7 | 60 | No | Yes |
| African American | 431 | 100 | 54 | 36.5 | 8.2 | 1.4 | 18 | 24.1 | 31.7 | No | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 70.4 | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 36 | 38.4 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 69 | 100 | 82.3 | 9.7 | 0 | 8.1 | 9.7 | 12.2 | 16 | No | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 40 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 485 | 100 | 51.5 | 38.5 | 8.9 | 1.1 | 17.1 | 25.1 | 34 | No | Yes |
| Mathematics - State Performance Objective = 57.8% (Proficient and Advanced) | | | | | | | | | | | |
| All Students | 693 | 99.9 | 43.6 | 41.7 | 10.5 | 4.2 | 22.6 | 33.3 | 45.8 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 351 | 100 | 45.8 | 38.3 | 12.7 | 3.3 | 22.6 | 33.5 | 45.6 | N/A | N/A |
| Female | 342 | 99.7 | 41.5 | 45.1 | 8.2 | 5.2 | 22.6 | 33.2 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 258 | 99.6 | 31.3 | 45 | 17.5 | 6.3 | 35 | 45.9 | 59 | No | Yes |
| African American | 431 | 100 | 50.6 | 39.8 | 6.5 | 3.1 | 15.6 | 20.3 | 26.9 | No | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 71.3 | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 24 | 38.1 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 69 | 100 | 75.8 | 16.1 | 3.2 | 4.8 | 8.1 | 14.4 | 17.1 | No | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 32.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 40 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 485 | 99.8 | 50.1 | 39 | 7.6 | 3.3 | 16.1 | 23.8 | 31.4 | No | Yes |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|

Science

| | | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|-----|------|------|------|------|------|
| All Students | 463 | 99.8 | 61.1 | 25.6 | 8.6 | 4.8 | 13.3 | 23.3 | 35.7 | 94.4 | 95.4 |
| Gender | | | | | | | | | | | |
| Male | 234 | 99.6 | 57.7 | 24.3 | 11.7 | 6.3 | 18 | 26.4 | 37.4 | 93.7 | 95.1 |
| Female | 229 | 100 | 64.5 | 26.8 | 5.5 | 3.2 | 8.6 | 19.7 | 33.8 | 95.1 | 95.7 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 168 | 99.4 | 40.4 | 36.5 | 16.7 | 6.4 | 23.1 | 35.3 | 49.2 | 93.2 | 94.9 |
| African American | 293 | 100 | 72.6 | 19.3 | 4.2 | 3.9 | 8.1 | 10.3 | 17 | 95.1 | 95.9 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 58 | 82 | 95.9 |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 23.5 | 24.9 | 85.8 | 94.3 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 37.4 | 95.6 | 92.1 |
| Disability Status | | | | | | | | | | | |
| Disabled | 48 | 97.9 | 81.8 | 13.6 | 0 | 4.5 | 4.5 | 13 | 14 | 91.7 | 94.3 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 21.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 23.1 | 24.4 | 75.8 | 96.1 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 325 | 99.7 | 69.6 | 22.4 | 4.8 | 3.2 | 8 | 13.5 | 21.1 | 94.3 | 94.9 |

Social Studies

| | | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|------|------|------|
| All Students | 463 | 99.4 | 55.9 | 31.5 | 6.4 | 6.2 | 12.6 | 23.9 | 34 | 94.4 | 95.4 |
| Gender | | | | | | | | | | | |
| Male | 233 | 99.1 | 53.7 | 30.3 | 7.8 | 8.3 | 16.1 | 26.7 | 36.6 | 93.7 | 95.1 |
| Female | 230 | 99.6 | 58.1 | 32.7 | 5.1 | 4.1 | 9.2 | 21 | 31.3 | 95.1 | 95.7 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 184 | 98.4 | 43.1 | 35.3 | 10.8 | 10.8 | 21.6 | 33.9 | 44.5 | 93.2 | 94.9 |
| African American | 275 | 100 | 64.2 | 29.1 | 3.8 | 3 | 6.8 | 13.3 | 19.1 | 95.1 | 95.9 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 58.9 | 82 | 95.9 |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 31.8 | 27.5 | 85.8 | 94.3 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 32.7 | 95.6 | 92.1 |
| Disability Status | | | | | | | | | | | |
| Disabled | 43 | 95.4 | 80 | 8.6 | 2.9 | 8.6 | 11.4 | 15.1 | 14.4 | 91.7 | 94.3 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 22.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 33.3 | 27.3 | 75.8 | 96.1 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 323 | 99.1 | 62.9 | 27.8 | 5 | 4.3 | 9.3 | 16.6 | 21 | 94.3 | 94.9 |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|-----------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | 222 | 99.6 | 44.4 | 40.1 | 13 | 2.4 | 15.5 |
| | 7 | 271 | 99.6 | 51.5 | 38.8 | 8.1 | 1.5 | 9.6 |
| | 8 | 299 | 99 | 48 | 38.8 | 12.5 | 0.7 | 13.2 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | 207 | 100 | 46.9 | 35.7 | 14.8 | 2.6 | 17.3 |
| | 7 | 235 | 100 | 44.1 | 45 | 9 | 1.8 | 10.8 |
| | 8 | 251 | 100 | 45.7 | 42.8 | 10.7 | 0.8 | 11.5 |
| Mathematics | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | 222 | 99.6 | 29.5 | 47.8 | 18.8 | 3.9 | 22.7 |
| | 7 | 271 | 99.6 | 37.7 | 46.5 | 12.7 | 3.1 | 15.8 |
| | 8 | 299 | 98.7 | 46.8 | 43.9 | 7.1 | 2.1 | 9.3 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | 207 | 100 | 43.9 | 35.2 | 11.2 | 9.7 | 20.9 |
| | 7 | 235 | 99.6 | 38.5 | 46.6 | 11.8 | 3.2 | 14.9 |
| | 8 | 251 | 100 | 48.1 | 42.4 | 8.6 | 0.8 | 9.5 |
| Science | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | 110 | 97.3 | 59.8 | 34.3 | 2.9 | 2.9 | 5.9 |
| | 7 | 271 | 99.6 | 57 | 31.8 | 7 | 4.3 | 11.2 |
| | 8 | 150 | 99.3 | 49.7 | 33.1 | 11.7 | 5.5 | 17.2 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | 104 | 100 | 74.7 | 12.1 | 8.1 | 5.1 | 13.1 |
| | 7 | 233 | 99.6 | 53.4 | 34.2 | 8.7 | 3.7 | 12.3 |
| | 8 | 126 | 100 | 63.7 | 21 | 8.9 | 6.5 | 15.3 |
| Social Studies | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | 111 | 99.1 | 32.4 | 43.1 | 17.6 | 6.9 | 24.5 |
| | 7 | 271 | 99.6 | 66.3 | 22.9 | 5 | 5.8 | 10.9 |
| | 8 | 148 | 99.3 | 47.1 | 42.8 | 7.2 | 2.9 | 10.1 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | 103 | 100 | 40.2 | 29.9 | 13.4 | 16.5 | 29.9 |
| | 7 | 235 | 99.2 | 68.2 | 25.9 | 2.7 | 3.2 | 5.9 |
| | 8 | 125 | 99.2 | 45.8 | 43.2 | 7.6 | 3.4 | 11 |

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample